

Michael D. BUSH and Robert M. TERRY (eds.). *Technology-enhanced language learning*. Lincolnwood, IL: National Textbook Company, 1997, xviii + 378 pages.

The complexity inherent in computer assisted autonomous second language acquisition is clarified by the abundant resources in this text designed to facilitate implementation of technological advancements. The target audience being adult language educators, the volume is in current use in American university training of second language teachers and researchers; and may also serve autonomous learners by providing a structure for plotting learning strategies using technology-based applications.

Topics within the domain of technology-enhanced language learning (TELL), range from program implementation to software review and laboratory design. The organization of chapters is not progressive, allowing users to consult according to their specific needs; and the index is sufficient to commend this text as a valuable reference.

Technological advancements in multimedia presentations of language and culture allow input and intake to take center stage in the language acquisition process. In chapter one, Pusack and Otto offer websites and research which demonstrate a paradigm shift away from teacher-centered learning toward autonomous language learning. By guiding students initially with clearly defined tasks, then gradually encouraging independent interaction with complex information databases, they present a model for education reform based in computer assisted language learning (CALL), grounding theory in application through authoring systems, databases, and language learning programs.

In chapter 2, *Multiple, mixed, malleable media*, Chiquito, Meskill and Renjilian-Burgy investigate learner interac-

tion with multimedia. They propose that in using random-access text-control, students exercise and develop learning strategies such as semantic categorization. Twenty-six computer screen images illustrating actual language software applications are presented.

The vastness and versatility of materials available on-line require autonomous students to cultivate self-discipline in language learning (Harrell, 1999), yet accessing the target language to facilitate learning about target culture produces a positive language learning effect. In Chapter 3, *Teaching listening: How technology can help*, Joiner praises digital recordings which provide opportunities for multiple representations of meaning. Documenting experimentation of CALL theories, she stresses how learner control of input, facilitated by digitized instantaneous random access, increases in-depth listening practice. Repeated viewings of video presentations (advised due to distinct processing of auditory and visual stimuli) can increase intake (Hoven, 1999). Theories of sufficient input are addressed and self-testing, an essential tool in autonomous language learning, is discussed.

Martinez-Lage in Chapter 4, *Hypermedia technology for teaching reading*, sites how explicit instruction can increase student interaction with text. She details research of incidental vocabulary acquisition and the effects of glossing which supports the use of hypermedia technology in foreign language reading (Chun and Plass, 1996).

Interactive technologies as a means to communicative competence (Egbert & Hanson-Smith, 1999) take prominence in chapter 5, *Computer-mediated com-*

munication (CMC): Technology for improving speaking and writing. Beauvois implies that since "language cannot be learned in isolation" (p.314), complete autonomy is not always desirable or effective in second language learning. Similarly, Scinicariello (Chapter six: *Uniting teachers, learners and machines: Language laboratories and other choices*) focuses on the changing face of language laboratories, and their importance as a meeting place where teamwork counters autonomous isolation.

For strength in immediate application, Chapter 7, *Learning language and culture with Internet technologies* appears most useful. Lafford and Lafford analyze the pedagogical value of several content-based materials currently available online. Instructions for using a web browser with both interactive and non-interactive technologies are clearly detailed so that an autonomous learner could access them independently. The term interactive here means that the operation and learning "require oral or written production in the target language," (p.221). They provide site addresses for radio and video-based media; and suggest ways to achieve higher frame rates to improve esthetic quality and speed display time so as to limit learner frustration. Anticipating autonomous learning of non-romance languages, detailed instructions are included for installing special font-support software.

In Chapter 8, *Meeting the technology challenge: Introducing teachers to language-learning technology*, Kassen and Higgins provide guidelines for implementing technology training for in-service or pre-service teachers. Assuming an audience of professionals, the syllabus focuses on application and implementation rather than theory by directing pedagogical expertise towards CALL applications.

In the last chapter, *Implementing technology for language learning*, editor Bush

discusses the dangers inherent in technology (such as early videodiscs) which, although rich in quality of input, can be both expensive and quickly out-dated. In the face of continual change, re-evaluation of language instruction in technical contexts serves to keep goals in focus (Muyskens, 1997).

Across the chapters technical terms are used freely, yet do not exceed the expectations of an average language learner with a moderate degree of computer literacy. Although a glossing might assist technical novices, all authors displayed both expertise in the field of CALL and concrete readability. Overall this volume serves as a useful reference and compendium of TELL, encompassing a variety of media used to promote foreign or second language acquisition. Whether a guide for autonomous language learners or a source book for language teachers, the articles cover a broad spectrum of technological applications in language learning.

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Leni DAM. *Learner autonomy 3: from theory to classroom practice*. Dublin: Authentik, 1995, ii + 84 pages.

Learner autonomy 3: from theory to classroom practice, as the name suggests, is the third in a series of books about learner autonomy published by Authentik, a campus company of Trinity College, Dublin. The book is intended to be a practical guide for teachers. It is easily accessible and clear in terms of its practicality based on real teaching situations, with ideas directly transferable for teachers at all levels interested in developing learner autonomy in their classrooms.

The book is the result of 15 years teaching experience of putting learner autonomy ideas into practice, with a particular emphasis on working on the learners' involvement in their own learning process. The author, Leni Dam, is a pedagogical adviser and teacher in Copenhagen, who teaches English at a comprehensive school, and has given lectures and seminars on learner autonomy. The ideas were practised with literally hundreds of pupils over this period, not only in Denmark, but also in Norway, Sweden, Great Britain, and Spain. As a consequence, the book is a sort of 'live' and practical diary of these experiences, supported by background theory and description, plus feedback on the successes and failures of the various activities.

The volume is divided into six chapters, plus suggestions for further reading and references. It begins with a reflection on learner autonomy, including

some background theory. The first chapter, *Developing learner autonomy in a school context*, suggests five changes that exist between a teacher-directed teaching/learning environment and a teacher/learner-directed learning environment. These are stated as the shift in focus from teaching to learning; a change in the learner's role; a change in the teacher's role; the role of evaluation; and a view of the language classroom as a rich learning environment. The rest of the book, therefore, aims to cover these five defined changes, mainly through practical teaching and classroom ideas. In my opinion these ideas are clearly directly applicable for most teaching situations, but, moreover, I think they also help teachers to order the ideas and concepts in their own minds.

The next four chapters include two describing a step by step approach for actual class experiences at two different levels: beginners and intermediate, and two chapters describing a more general approach, one looking at the organisation of classroom work, and the other describing methods of evaluation in learner autonomy. The final chapter, *Developing learner autonomy in a school context - with what results?* is a broader reflection on the development of learner autonomy in a school context. The author concludes that the development of learner autonomy can be both hard